Inclusive Legal Education, Linking Arendt

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The very notion of 'inclusion' evokes themes of equity and participation, institutional access and integration, a commendable and un-pressured sense of satisfaction of quality of educational delivery for progressive outcomes, also of belonging, non-discriminatory best practices, and person-centred support. A right to use spaces without feeling awkwardly out of place, or naively not knowing if information to navigate a social complex environment or curriculum exists. While some might class it as oversight, for a learner accustoming to their new world of study it may be daunting. Though a fine thread exists between being spoon fed with relevant support, and developing independent skills, the weariness is condoning an obnoxious blissful ignorance to persist. While innovation may assist create new spatial tools and high tech to aid learning, tweaking content to meet learners' needs could similarly provide positive engagement opportunities. For the law school exploring all of this combined potential is true, both within Further and Higher Education sectors.

Where Hannah Arendt's (1961) work on "Between Past and Future" comes in is her canvassing for a more credible educator role with responsibility to usher the learner as beneficiary of the dividends of education. Somewhat of a treasure chest to unveil. Not quite unleashing trade secrets, but almost all of it. All in the class would need to hear it. The law school inclusive system would be effective where learning approaches are geared towards preparing her students for the world of work, with a clear understanding of the competitive legal field, and the possibility of drawing connections through work placements at viable law firms with credible opportunity for exercising their legal skills, observational moments in law courts, traditional lectures, tutoring and mentoring sessions, enabling blind peer-reviewed research competitions, joining mooting sessions and legal drama programmes, attending networking dinners, and so on. All of which is to enable the right mannerism and expansion of creative imagination of possibilities. Treated as central to the law curriculum, facilitating a deeper culture of interest, with high level governance and assessable points. For the law student the competition starts early with ready interests from other excellent fields, but fairness means everyone has a chance. And the scientific precision to supporting well trained student to progress is vital, with formal and informal executive education. Also, equality legislation guarantees non-discriminatory practices both for prospective and admitted student and extends to securing the potential of outcomes. Arendt's philosophical argument enables the thinking of need to think about developing for the student- "For education belongs among the most elementary and necessary activities of human society, which never remains as it is but continuously renews itself through birth, through the arrival of new human beings. These newcomers, moreover, are not finished but in a state of becoming." This would need to be viewed in the law specialisation context mainly, supporting the student to be proficient in their chosen area, not discountenancing inter-disciplinary perspectives, for embellishing the core mandate. For instance, studying law's relevance in society.

Transferring the keys of managing legal affairs as it were to the next generation, not leaving a vacuum, without no valued hierarchy of relevance, pinpoints Arendt. Imbibing persuasive arguments for comparative outlook will help hone large essential principles, and also clarify binding norms, but more importantly assist the students' research ability across a whole range of areas, which in the future could best assist the court with sound arguments and support their client professionally. To consider how the inherent legal education wealth or cultural capital is secured for the student, is now an inclusive concern. The question now is whether the inclusive law teacher is the one that has equipped the student to gain mastery of the law and provided the information for positive gamification of the system? Perhaps, also could be one working with policy makers to champion pathways for success in the arena of work, with hope to see if the erudition of their best learned emerging scholars now sees the light of day; not shelved for another day. That said, culture, social class, political wrangling, funding questions, wellbeing issues, caselaw workload challenges, pedigree choice of branch of law for study inter alia, all have a technical part

in crossing the street of analysing effectiveness outcomes.

A couple of recommendations: first we need to prioritise education that embeds and deepens utility of practical skills, second, not pay lips service to inclusive practice but extol successful experimental models, also consider how teacher training is encouraged and reshaped to enable delivery and implementation systems, and finally but not exhaustive to drive merits of good listening and reading etiquettes- because what matters is that feeling of belonging that ensures learners are supported and redirected towards their goals as part of the long-term thinking, but truly with applauding short term targets met as well. Inclusion in legal education is the grundnorm for longevity and churning out credible agents for permissible societal transformation and guidance as needed, to close legal analytical deficiency gaps. But effective preparedness must be in place to bridge the current inclusion gap and ensure a calculated psychological readiness for the progression challenge. The wholistic outcomes beyond grade scores is also important, transcending sound bites.